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ABSTRACT

This text is the first of a series of four levels sequenced as a continuum of language skills for Spanish speakers of limited English speaking ability in grades six through nine. Levels one and two emphasize the development of oral language skills. Levels three and four emphasize the development of written language skills. The text is divided into fourteen units each of which focuses on a different topic. Instructions for all exercises are written in Spanish and English. General principles and background information on the English language are included in each unit. Each unit is divided into three major areas. Oral practice includes a dialogue or reading selection which provides a stimulus leading to vocabulary development, practice with sounds and patterns of English, and cultural awareness. Speaking and listening exercises are included in the pronunciation section. English morphology and syntax are addressed in the structure section. In each of these sections oral or written exercises and drills designed for group and/or individual use are included. A glossary of vocabulary words is included at the end of each unit. (Author/JK)

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Keys to Communication

English for Spanish Speakers

Student Edition
LEVEL I

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Class Begins

ORAL PRACTICE

STUDENT: HI, MISS GONZÁLES.

TEACHER: GOOD MORNING, RAMÓN. PLEASE COME IN AND HAVE A SEAT. HERE, TAKE THIS BOOK WITH YOU. HOW ARE YOU TODAY?

STUDENT: I AM SAD.

TEACHER: OH, I AM SORRY. WHY ARE YOU SAD?

STUDENT. SCHOOL STARTS TODAY.

. *ESTUDIANTE: HOLA, SEÑORITA GONZÁLES.*

MAESTRA: BUENOS DÍAS, RAMÓN. PASA Y SIÉNTATE. LLEVA ESTE LIBRO CONTIGO. ¿CÓMO ESTÁS HOY?

ESTUDIANTE: ESTOY MUY TRISTE.

MAESTRA: LO SIENTO. ¿POR QUÉ ESTÁS TRISTE?

ESTUDIANTE: HOY COMIENZAN LAS CLASES.

Written Exercise

Match the best answer for each of the phrases given below. Choose answers from the list on the right.

. *Escribe la respuesta más adecuada para las siguientes frases. Escoge las respuestas de la lista que se encuentra a la derecha.*

What could you say if . . .

1. ... a new girl in school looks lost? _____

2. ... a friend comes to visit you? _____

3. ... your teacher asks if you want to go home early? _____

Please sit down.
I'll be glad to.
May I help?

PRONUNCIATION

The Spanish Alphabet

. *El alfabeto en español.*

a b c ch d e f g h i j k l ll m n ñ o p q
r rr s t u v w x y z

The English Alphabet

. *El alfabeto inglés.*

a b c d e f g h i j k l m n o p q r s t
u v w x y z

The English alphabet has fewer letters than the Spanish alphabet. Each of the English vowels has more than one sound.

. *El alfabeto inglés tiene menos letras que el alfabeto en español. Cada una de las vocales en el alfabeto inglés tiene más de un sonido.*

Written Exercise

Write the answers on your paper.

. *Escribe las respuestas en tu papel.*

1. How many letters are in the Spanish alphabet?_____the English alphabet?_____

   . *¿Cuántas letras hay en el alfabeto en español?_____¿En el alfabeto inglés?_____*

2. Which letters of the Spanish alphabet are not in the English alphabet?

   _____ _____ _____ _____

   ¿Cuáles son las letras del alfabeto en español que no existen en el alfabeto inglés?

   _____ _____ _____ _____

3. Write the vowels of the Spanish alphabet.

   _____ _____ _____ _____ _____

. *Escribe las vocales del alfabeto en español.*

_____ _____ _____ _____ _____

4. Write the vowels of the English alphabet.

_____ _____ _____ _____ _____

. *Escribe las vocales del alfabeto inglés.*

_____ _____ _____ _____ _____

STRUCTURE

The English verb *be* is equal to the use of *ser* and *estar* in Spanish.

. *El uso del verbo* be *en inglés corresponde al uso de* ser *y* estar *en español.*

Written Exercise

After each number on your paper write the *be* verb form that corresponds with the picture.

. *En tu papel escribe después de cada número la forma del verbo* to be *que corresponda.*

Repeat each sentence after your teacher.

. *Repite cada frase después de tu maestro.*

I	am	sad
you	are	happy
Juana	is	pretty
		sick
		nice
		angry

Written Exercise

List on your paper the seven words below that may describe a person, an animal, or an object.

. *En tu papel escribe las siete palabras que describen a una persona, un animal o un objeto.*

nice	dress	mad	baby
shoe	pie	sweet	smart
old	small	table	pretty

Many of the words you chose may complete the following sentences. However, use only one word in each sentence.

. *De las palabras escogidas, hay varias palabras que puedes colocar en las siguientes frases. Sin embargo, usa solamente una palabra a final de cada frase.*

1. Elena is _____.
2. I am _____.
3. The book is _____.
4. You are _____.
5. Rafael is _____.
6. The candy is _____.
7. The bird is _____.

Now, translate these sentences to Spanish, underlining the forms of *ser* or *estar* that you use.

. *Ahora, traduce al español estas frases. Subraya las formas de* ser *o* estar *que empleas.*

Oral Drill

Repeat the model sentence after your teacher. He will suggest new words to use in the sentence. Repeat the sentence, using new words. Be sure to make any necessary changes.

. *Repite el modelo después del maestro. Después, repite la frase substituyendo las palabras que te sugiera el maestro. Acuérdate que tienes que hacer todos los cambios necesarios cuando substituyas las palabra nueva.*

El maestro dice			*Tú dices:*
Ramón	is	smart	(Ramón is smart.)
		nice	(Ramón is nice.)
	are		(You are nice.)
		angry	
I	am	happy	
Luisa		sad	

The sentences below are given in Spanish. Tell what they mean in English.

. *Para cada frase en español, di lo que significa en inglés.*

1. Juana está triste.
2. Pepe está enojado.
3. Tú eres bonita.
4. Ella está contenta.
5. María está enferma.

GLOSSARY

alphabet - alfabeto
angry - enojado
appropriate - adecuado
ask - preguntar

baby - bebé, niño
bird - pájaro
book - libro
boy - muchacho

candy - caramelos, dulces
come - venir

dress - vestido

early - temprano

friend - amigo

girl - muchacha
go - ir

happy - contento
have - tener

mad - enojado

new - nuevo
nice - simpático

old - viejo

pen - pluma
pie - pastel
pretty - bonito

school - escuela
shoe - zapato
sick - enfermo
smart - listo
start - empezar, comenzar
stranger - desconocido
student - estudiante
sweet - dulce

table - mesa
teacher - maestro
to be - ser, estar
to want - querer

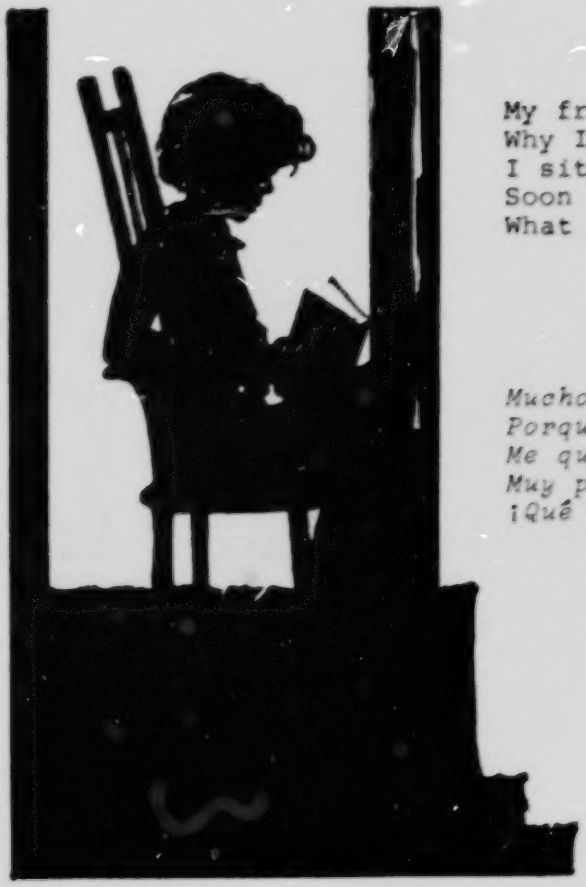
visit - visitar
vowels - vocales (a, e, i, o, u)

Working

ORAL PRACTICE

Everyone understands poetry in different ways. On another sheet of paper draw a picture that expresses the idea of the poem as you understand it.

. *Todos percibimos la poesía de distintas maneras. En una hoja de papel, dibuja algo que exprese la idea del poema como tú lo entiendes.*



My friends just don't understand
Why I can't go out to play.
I sit working on the step;
Soon there will be no sun left.
What a way to spend an afternoon.

adapted from "Kim's Daydream"
by Arturo Peña

Muchos amigos no comprenden
Porque a jugar no salgo.
Me quedo trabajando en el escalón;
Muy pronto el sol se pondrá.
¡Qué modo de pasar la tarde!

adaptado de "Kim's Daydream"
por Arturo Peña

About Jobs

. Profesiones

What are some objects, places, or people that are associated with the following professions? Write the information on another sheet of paper.

. *¿Cuáles son algunos objetos, lugares o personas que se asocian con las siguientes profesiones? Escribe tu respuesta en una hoja de papel.*

1. teacher
   maestro (a)
2. mechanic
   mecánico
3. waitress
   camarera
4. farmer
   agricultor
5. doctor
   médico
6. mayor
   alcalde
7. mailman
   cartero
8. policewoman
   policía

PRONUNCIATION

In Spanish, the *a* has only one sound; but in English the *a* has many sounds.

. *En español la* a *tiene un solo sonido, pero en inglés la* a *tiene varios sonidos.*

STRUCTURE

In English, *a(an)* and *the* are often used in positions where *un(a)*, *el*, and *la* are not used in Spanish.

. *Muchas veces, se emplea* a(an) *y* the *cuando en español no se necesitan* un(a), el *y* la.

Study the following examples.

. *Estudia los ejemplos siguientes.*

el, *la* = the

el libro = the book

la manzana = the apple

un, *una* = a, an

un libro = a book

una manzana = an apple

Oral Drill

Repeat each sentence after your teacher.

. *Repite cada frase después de tu maestro.*

1. *Soy maestro.*
   I am a teacher.

2. *El hombre es mecánico.*
   The man is a mechanic.

3. *Ud. es médico.*
   You are a doctor.

4. *La mujer es camarera (mesera).*
   The woman is a waitress.

5. *Soy hombre.*
   I am a man.

6. *Tú eres niño.*
   You are a child.

7. *Enrique es muchacho.*
   Enrique is a boy.

8. *María es enfermera.*
   María is a nurse.

9. *El señor Jiménez es cartero.*
   Mr. Jiménez is a mailman.

10. *Mi tío es artista.*
    My uncle is an artist.

Written Exercise

The Spanish sentences are written in correct word order. The necessary words in English are written for you, but you need to write them in the correct order.

. *En las frases en español, la posición de las palabras es correcta. Las frases que siguen en inglés tienen todas las palabras necesarias para hacer una frase completa. Hay que escribirlas en el orden correcto.*

1. Yo soy estudiante.
   I / student / a / am
   _____.

2. El señor Velasco es abogado.
   a / Mr. Velasco / lawyer / is
   _____.

3. Ud. es dentista.
   dentist/ are / You / a
   _____.

4. La señora Cantú es doctora.
   doctor / a / is / Mrs. Cantú
   _____.

5. Tú eres muchacho.
   are / boy / a / you
   _____.

6. Soy artista.
   artist / I / an / am
   _____.

GLOSSARY

a (an)	-	un, una
can't	-	no puede
don't understand	-	no comprenden
friends	-	amigos
many	-	muchos
out	-	afuera
picture	-	dibujo
poetry	-	poesía
sit	-	sentarse
spend	-	pasa, gasta
step	-	escalón
the	-	el, la
why	-	por qué
working	-	trabajando

The Fountain of Youth

ORAL PRACTICE

Excerpt: Diary of Ponce de León

March 3, 1513

My life is full of power and responsibility. I am governor of the island of Bimini and I have the responsibility to Christianize the Indians. I am rich and powerful, but I am unhappy. I am in love with a very young girl. The difference between our ages is great.

The Indians say a fountain of marvelous water exists in the lands of the North. The legend says if a person drinks of this water he will regain his youth. I don't know where it is, but I am going to search for the fountain of youth. I leave today.

Selección del diario de Ponce de León

3 de marzo de 1513

Mi vida está llena de poder y responsabilidad. Soy gobernador de la isla de Bimini y tengo el cargo de cristianizar a los indios. Soy rico y poderoso pero no estoy contento. Estoy enamorado de una joven. Es mucha la diferencia de edad entre nosotros.

Los indios dicen que en las tierras del Norte existe una fuente de agua maravillosa. Al beber de esta agua, según la leyenda, le devuelve a uno la juventud. No sé donde se encuentra, pero voy a buscar la fuente de la juventud. Salgo hoy mismo.

A person's efforts to achieve a private goal often may lead to a discovery that benefits many people. Through his search for the Fountain of Youth, Ponce de León explored the area of the United States that is now Florida.

What are your secret dreams or private goals?

Los esfuerzos de una persona para alcanzar una meta frecuentemente lo guían a un descubrimiento que es beneficioso para muchos. En busca de la fuente de juventud, Ponce de León exploró el área de los Estados Unidos que ahora es la Florida.

¿Cuáles son tus sueños secretos o metas particulares?

PRONUNCIATION

The *th* spelling does not exist in Spanish. The *th* has two sounds in English. The Spanish speaker often hears one of these *th* sounds as the *d* sound in cada.

. *La combinación* th *no existe en la ortografía castellana. En inglés* th *tiene dos sonidos. Muchas veces, el que habla español oye uno de los sonidos del* th *como de la* d *en la palabra cada.*

STRUCTURE

Words describing location do not have direct equivalents from language to language. For example, the word *en* in Spanish may mean *in* or *on*.

. *Las palabras en español que describen localidad no tienen una traducción exacta al inglés. Por ejemplo, la palabra en en español se puede traducir in o on.*

Oral Exercise

Do you know the English words that correspond to the following Spanish expressions?

. *¿Sabes cuáles palabras en inglés corresponden a las siguientes expresiones?*

_____ - *al lado de*

_____ - *al lado de, cerca de, por*

_____ - *sobre, más arriba de, por encima de*

_____ - *en, sobre*

_____ - *debajo de*

_____ - *en, dentro de*

_____ - *enfrente de, delante de*

_____ - *detrás de*

_____ - *allí*

_____ - *aquí*

GLOSSARY

dreams	-	sueños
fountain	-	fuente
goal	-	meta
legend	-	leyenda
location	-	localidad
powerful	-	poderoso
responsiblity	-	responsabilidad
rich	-	rico
search for	-	buscar
unhappy	-	no estar contento

What is your favorite season ?

ORAL PRACTICE

Gerardo

I like the fall.
It is rainy and cool.
I can go camping.

Verónica

I like winter.
It is cold and stormy.
I can stay inside and watch T.V.

Berta

I like spring.
It is sunny and windy.
It is the season when flowers bloom.

Conchita

I like summer.
It is hot and sunny.
I can eat all the ice cream I want!

Luis

I like the fall.
It is cloudy and foggy.
It is the football season!

Gerardo

. *Me gusta el otoño.*
Llueve y está fresco.
Puedo ir de "camping."

Verónica

. *Me gusta el invierno.*
Hace frío y está tempestuoso.
Puedo quedarme en casa y ver la televisión.

Berta

. *Me gusta la primavera.*
Hace sol y viento.
Es la estación cuando salen flores.

Conchita

. *Me gusta el verano.*
Hace calor y sol.
Puedo comer todo el helado que quiera.

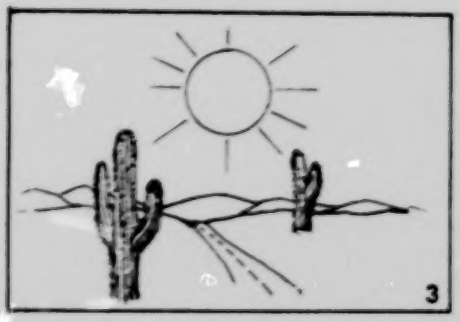
Luis

. *Me gusta el otoño.*
Está nublado y hay neblina.
Es la estación del fútbol.

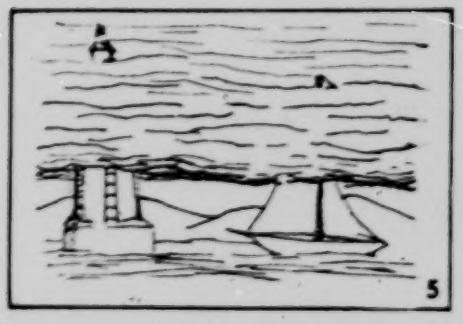
Do you have a favorite season? Study the following pictures. Can you tell why you like a particular season?

. *¿Tienes una estación favorita? Estudia los dibujos. ¿Puedes decir por qué tienes una estación preferida?*

It is sunny and windy in the spring.



It is hot and sunny in the summer.



It is foggy, cloudy, and rainy in the fall.

It is cold and stormy in winter.

Written Exercise

Write a sentence about each picture on the following page. Follow the example below.

. *Escriban una oración para cada dibujo. Fíjense en el ejemplo.*

Example: It is sunny.

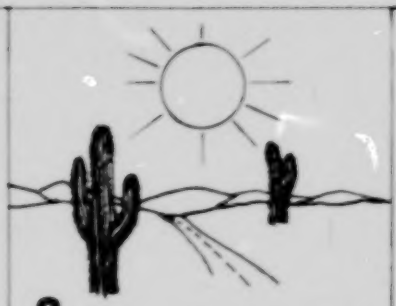
Ejemplo: Hace sol.

Study the following weather expressions.

. *Estudia las siguientes expresiones sobre el tiempo.*

It is cloudy.	Está nublado.
It is foggy.	Hay neblina.
It is rainy.	Está lloviendo.
It is stormy.	Está tormentoso o tempestuoso.
It is sunny.	Hace sol.
It is windy.	Hace viento.
It is hot.	Hace calor.
It is cold.	Hace frío.
It is cool.	Está fresco.

1 _____



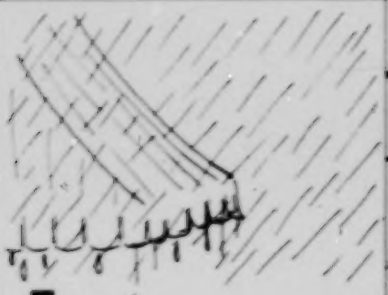
2 _____

3 _____

4 _____

5 _____

6 _____



7 _____

8 _____

9 _____

PRONUNCIATION

The *ch* sound as in *chop* and the *sh* sound as is *shop* are confused for one another by the Spanish speaker.

. *El sonido* ch *como en* chop *y el sonido* sh *como en* shop *muchas veces son intercambiados por los que hablan español.*

Oral Drill

Repeat after your teacher the following words carefully. Pay particular attention to the beginning sound.

. *Repite después de tu maestro las siguientes palabras. Pon mucha atención a los sonidos iniciales.*

ship	shop	shape
sure	sugar	share
shall	shell	shade
shack	shake	shave
shin	shop	shoe

chair	chew	chin
chant	chide	chip
cheap	chief	chop
cheat	chill	chore
chose	check	cheek

Repeat after your teacher the following words carefully. Pay particular attention to the ending sound.

. *Repite después de tu maestro las siguientes palabras. Pon mucha atención a los sonidos finales.*

leash	clash	mush
gash	push	crash
Irish	swish	wash
leech	catch	hatch
which	watch	switch
crutch	march	ditch

Oral and Written Exercise

Listen as your teacher pronounces the following list of words.

You will be asked to write the beginning sounds of these words.

. *Escucha mientras que tu maestro pronuncia la lista de palabras. Después escribirás en tu papel el sonido inicial de cada palabra.*

chief	sheaf	chuck	shuck
chill	shill	chew	shoe
chin	shin	chide	shied
chock	shock	cheer	cheer
chore	shore	cheek	sheik
chair	share	chant	shant
cheat	sheet	cheap	sheep

Oral Exercise

Repeat after your teacher the following sentences.

. *Repite después de tu maestra las oraciones que siguen.*

1. Chew the chain cheerfully.
2. We shall share the shade.
3. It is chilly near this chair.
4. Shape up or ship out.
5. It is a chore to shop for sharks.
6. It was a chore to reach the shore.
7. Will the boy on crutches catch the witch?
8. Watch María chill the mush.
9. Don't leave dishes in the ditch.
10. Share your chair with Butch.

STRUCTURE

The word *it* used in reference to animals or non-living things and in common expressions about the weather is not found in Spanish.

. *En español no hay equivalente para el pronombre* it *que en inglés se usa como sujeto y objeto y en expresiones idiomáticas.*

Oral Exercise (A)

Study the following chart. Notice carefully the words in the first column. They are called pronouns. Try to make as many oral sentences as possible using a pronoun at the beginning of every sentence.

. *Fíjate en las palabras en las tres columnas que están a continuación. Las palabras en la primera columna son pronombres. Trata de hacer tantas oraciones orales como te sea posible empleando un pronombre al principio de cada oración.*

I		a student
You		pretty
He	is	fat
She	am	short
We	are	a teacher
You		friends
They		nice

Oral Exercise (B)

Look at the following sentences. Substitute the word *it* at the beginning of every sentence.

. *Estudia las oraciones siguientes. Substituye la palabra* it *al principio de cada oración.*

1. The room is cold. It is cold.
2. The desk is made of wood.
3. The wind blows.
4. The hospital is next to the school.
5. The street is wide.
6. The weather is nice.
7. The lesson is easy.
8. The paper is on the table.
9. The pen is in the drawer.
10. The pencil is in his pocket.

GLOSSARY

cloudy	-	nublado
cold	-	frío
cool	-	fresco
foggy	-	neblina
hot	-	calor
stormy	-	tormentoso
sun	-	sol
weather	-	tiempo
windy	-	ventoso, hace viento

A new student

ORAL PRACTICE

THE STUDENTS HELP RAMÓN

TEACHER: RAMÓN IS A NEW STUDENT. CAN YOU HELP RAMÓN?

ELISA: YES, I CAN HELP. I CAN GO TO LUNCH WITH RAMÓN.

RAMON: THANK YOU, ELISA.

WILLIAM: RAMÓN, CAN YOU SAY MY NAME?

RAMON: NO, I CANNOT SAY YOUR NAME.

WILLIAM: MY NAME IS WILLIAM. ADAM IS NEXT TO YOU.

RAMON: HELLO, WILLIAM, ADAM. MAYBE I CAN HELP YOU, TOO. I CAN PLAY SOCCER.

LOS ESTUDIANTES AYUDAN A RAMÓN

MAESTRO: *RAMÓN ES ESTUDIANTE NUEVO. ¿PUEDEN AYUDARLE A RAMÓN?*

ELISA: *SÍ, YO PUEDO AYUDARLE. PUEDO IR AL ALMUERZO CON RAMÓN.*

RAMÓN: *GRACIAS, ELISA.*

WILLIAM: *RAMÓN, ¿PUEDES PRONUNCIAR MI NOMBRE?*

RAMÓN: *NO, NO PUEDO DECIR TU NOMBRE.*

WILLIAM: *ME LLAMO WILLIAM. ADAM ESTÁ A TU LADO.*

RAMÓN: *HOLA, WILLIAM, ADAM. TAL VEZ LES PUEDA AYUDAR, TAMBIÉN. PUEDO JUGAR FÚTBOL.*

Oral Exercise

Answer these questions in complete sentences.

. *Contesta estas preguntas con frases completas.*

1. Who can go to lunch with Ramón?
2. Who can help Ramón say his own name?
3. Who can play soccer?
4. Who can help Ramón?
5. Where is Adam?
6. Is Ramón a new student?

PRONUNCIATION

The sound /i/ as in bit is not found in the Spanish sound system. It should not be confused with /e/ as in beat which is the sound most similar to it in Spanish.

. *El sonido /i/ como en bit no se encuentra en el sistema de los sonidos españoles. No lo confundas con /e/ que es el sonido más similar en español.*

Oral Drill (A)

As you pronounce the following pairs of words, notice the difference between the two pairs.

. *Nota la diferencia entre los sonidos de las palabras conjuntas en la siguiente lista.*

bit	beat
is	ease
live	leave
sick	seek
his	he's
it	eat
hit	heat
sit	seat
dip	deep
fit	feet

Oral Drill (B)

Repeat these sentences after your teacher.

. *Repite las siguientes oraciones después del maestro.*

1. He can sit in this seat.
2. The shoes fit his feet.
3. Can you eat it?
4. Alicia bit into the beet.
5. Herbert did a good deed.
6. Albert took a dip into the deep.
7. Aren't these chips cheap?
8. She ate a meal at the mill.

STRUCTURE

The word *can* is used in different places in questions and in statements. For example, a statement read, "Bill can go," and a question reads, "Can Bill go?"

. *La palabra "can" (que significa "puede" en español y siempre va acompañada por un verbo) está puesta en lugares distintos en preguntas y en oraciones. Por ejemplo, una oración lee:* "Bill can go"; *una pregunta lee:* "Can Bill go?"

Study these two sentences. Notice that one sentence is a question and the other is not. Notice the position of *can* in each sentence.

. *Estudia las dos oraciones. Observa que una oración es pregunta y la otra no lo es. Observa donde la palabra* can *se coloca en cada oración.*

1. Bill can work.
2. Can Bill work?

Oral Exercise (A)

Make as many sentences as you can using words from the three columns. Notice that each sentence ends with a period.

. *Haz tantas oraciones como te sea posible empleando palabras de las tres columnas. Fíjate que cada oración termina con punto.*

I she you they we Elsa	can	play study learn sing smile help work

Make as many questions as you possible can using words from the three columns.

. *Haz tantas preguntas como te sea posible empleando palabras de las tres columnas.*

Can	I she you they we Elsa	play study learn sing smile help work

Oral Exercise (B)

Expand the following sentences by adding *can* in the proper place.

. *En las siguientes frases añade la palabra* "can" *en el lugar apropiado.*

1. They work.
2. We work.
3. Robert and René work.
4. Adam and I work.
5. These students work.
6. Felipe and Warren work.

7. You help.
8. They study.
9. I help.
10. Xavier and Manuel smile.
11. Yolanda and Caro play.
12. Robert and Joe sing.

Change the following statements to questions.

. *Cambia las siguientes frases a preguntas.*

1. They can work.
2. We can work.
3. Robert and René can work.
4. Adam and I can work.
5. These students can work.
6. Felipe and Warren work.
7. We help.
8. She and I study.
9. He and Joe help.
10. Xavier and Manuel smile.
11. You smile.
12. Robert and Roland sing.

Written Exercise

Place a question mark (?) at the end of the following sentences which ask questions. Place a period (.) at the end of the following sentences which make statements.

. *Pon punto final (.) después de las oraciones y marca de interrogación (?) después de las preguntas.*

1. Can Irene learn
2. Irene can go
3. Irene can smile
4. Can Irene write
5. Irene can sing
6. Can Irene talk
7. Can Irene go
8. Can Irene see
9. Irene can smile
10. Can Irene study

Oral and Written Exercise

First, change the following statements to questions orally, then write the questions on your own paper.

. *Cambia las siguientes frases a preguntas oralmente primero y después escríbelas en tu papel.*

1. She can work.
2. The students can go.
3. He can go.
4. We can study.
5. Ramón can study.
6. Elisa and Ramón can smile.
7. You can help.
8. Felipe can be here.
9. You can say my name.
10. I can help Ramón.

GLOSSARY

to go - ir

to help - ayudar

to learn - aprender

lunch - almuerzo

name - nombre

new - nuevo

to play - jugar

to say - decir

to see - ver

to sing - cantar

to smile - sonreir

soccer - fútbol

student - estudiante

to study - estudiar

to talk - hablar

to work - trabajar

to write - escribir

Yours, Mine, and Ours

ORAL PRACTICE

My father is short;
Your father is tall.
My mouth is large;
Your mouth is small.

. *Mi padre es bajo;*
Tu padre es alto.
Mi boca es grande;
Tu boca es pequeña.

My room is dirty;
Your room is clean.
My eyes are brown;
Your eyes are green.

. *Mi cuarto está sucio;*
Tu cuarto está limpio.
Mis ojos son castaños;
Tus ojos son verdes.

But one thing we share,
And everything is fine;
My friendship is yours,
And yours is mine.

. *Pero una cosa compartimos,*
Y todo está bien;
Mi amistad es tuya,
Y la tuya es mía.

Study these pictures. Can you tell which word in each sentence show possession? Estudia estos dibujos. ¿Sabes cuál palabra en cada oración indica posesión?

1

Her *pencil* is new.

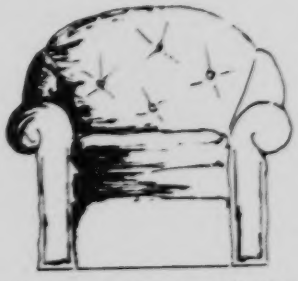
2

My *friend* is smart.

3

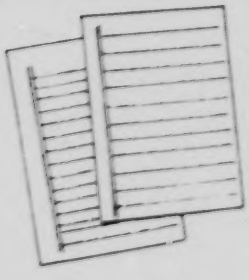
His *book* is easy.

4



Their *chair* is large.

5



Your *paper* is lined.

6

Her *door* is locked.

Her *eyes* are dark.

Her *hair* is long.

My *friends* are nice.

My *house* is pretty.

Their *school* is closed.

Your *table* is round.

PRONUNCIATION

The Spanish language does not have sounds like *st*, *sp*, and *sk* at the beginning of words. These sounds occur often in English.

. *En español, no existen los sonidos iniciales st, sp y sk que se encuentran en inglés.*

Oral Drill (A)

Pronounce the following words after your teacher.

. *Pronuncia las siguientes palabras después del maestro.*

state	speed
stead	scare
stake	sky
spire	skunk
strain	spot
spy	spill
string	skip
still	scan
Spain	step
spear	stack
stride	steam

Oral Drill (B)

Repeat the following sentences after your teacher.

. *Repite estas oraciones después del maestro.*

1. He spends money on spears.
2. The train stops and starts.
3. Why spy on the spire?
4. Are their stakes on the estate?
5. Stay still on this spot.
6. Can you see the stack of skunk skins?
7. It takes skill to spot a spy.
8. Scan the sky with speed.
9. Take wide strides as you skip.
10. The spilled liquid stained the string.

Oral Drill (C)

Listen and repeat the followng words and sentences. Notice the difference between the *et* sound and the *est* sound.

. *Fíjate que el sonido* st *es distinto al sonido* est. *Escucha y repite después del maestro.*

state	estate
steam	esteem
spy	espy
stop	estop
stray	estray
special	especial

1. Your steak is hot.
2. She shares her estate.
3. Steam rises from the pan.
4. He is a very special spy.
5. Do you esteem such a special skill?

STRUCTURE

Words that show ownership, like *my* and *mine*, have more forms in Spanish than in English. In Spanish the word *the* is sometimes used in places where ownership words like *my* and *mine* are used in English.

. *Las palabras que indican posesión, como mi y el mío, son más complicadas en español que en inglés. También, en inglés el artículo (el, la, los, o las) the no se usa delante de palabras que indican la ropa, las partes del cuerpo o posesiones personales; más bien palabras como my y mine se usan en lugar del artículo.*

my - *mi, mis*

your - *tu, tus*

his - *su, sus*

her - *su, sus*

its - *su, sus*

your - *su, sus*

our - *nuestro, nuestra*

your - *su, sus*

their - *su, sus*

mine - *el mío, la mía, los míos, las mías*

yours - *el tuyo, la tuya, los tuyos, las tuyas*

his - *el suyo, la suya, los suyos, las suyas*

hers - *el suyo, la suya, los suyos, las suyas*

its - *el suyo, la suya, los suyos, las suyas*

yours - *el suyo, la suya, los suyos, las suyas*

ours - *el nuestro, la nuestra, los nuestros, las nuestras*

yours - *el suyo, la suya, los suyos, las suyas*

their - *el suyo, la suya, los suyos, las suyas*

Oral Exercise

Repeat these phrases and sentences after your teacher.

. *Repite las siguientes frases después del maestro.*

My name - the name is mine.
My pencil - The pencil is mine.
Our table - The table is ours.
Your room - The room is yours.
Your door - The door is yours.
His chair - The chair is his.
His friends - The friend is his.
Her mouth - The mouth is hers.
Her eye - The eye is hers.
Their wall - The wall is theirs.
Their paper - The paper is theirs.

Oral and Written Exercise (A)

Choose the correct form of the following possessive word to complete each sentence in the following exercise. Do the exercise orally and then in writing.

. *Escoge la palabra apropiada de la siguiente lista para completar las cada oración. Primero hazlo oralmente y después por escrito en tu papel.*

my	mine
your	yours
his	his
her	hers
our	ours
their	theirs

Example:
1. I have a book.
   My book is red.
   The red book is mine.

2. I have a table.
   My table is brown.
   The brown table is _____.

3. We have a friend.
   Our friend is nice.
   The nice friend is _____.

4. We have a pencil.
   Our pencil is long.
   The long pencil is _____.

5. You have a dish.
   Your dish is small.
   The small dish is _____.

6. You have a house.
   Your house is nice.
   The nice house is _____.

7. He has a chair.
   His chair is large.
   The large chair is _____.

8. He has a table.
   His table is green.
   The green table is _____.

9. She has a book.
   Her book is little.
   The little book is _____.

10. She has a house.
    Her house is little.
    The little house is _____.

11. They have a lesson.
    Their lesson is long.
    The long lesson is _____.

12. I have a smile.
    My smile is nice.
    The nice smile is _____.

13. You have a table.
    _____ table is large.
    The large table is _____.

14. He has a pencil.
    _____pencil is green.
    The green pencil is _____.

15. They have a friend.
    _____friend is happy.
    The happy friend is _____.

16. She has a name.
    _____ name is short.
    The short name is _____.

Oral and Written Exercise (B)

Complete each sentence by choosing a word from those in parentheses. Do the sentences orally first, then in written form on your paper.

. *Escoge la palabra apropiada de las que están entre parêntesis para completar cada oración. Primero haz el ejercicio oralmente y después por escrito en tu papel.*

A. 1. _____ pencil is long. (Your, Yours)

2. _____ house is small. (Her, Hers)

3. _____ dog is black. (Mine, My)

4. _____ desk is large. (Our, Ours)

5. _____ car is pretty. (Theirs, Their)

B. 1. _____book is red but _____ is green.
(Hers, Her) (my, mine)

2. _____car is new but _____is old.
(Their, Theirs) (our, ours)

3. _____cat is black but _____ is white.
(Yours, Your) (mine, my)

4. _____house is small but _____ is large.
(Ours, Our) (her, hers)

5. _____hair is black but _____ is brown.
(My, Mine) (theirs, their)

GLOSSARY

book - libro
brown - pardo, café, castaño, marrón
chair - silla
clean - limpia
come - venir
desk - escritorio
dirty - sucio
door - puerta
everything - todo
eye - ojo
fine - bien
friend - amigo
friendship - amistad
green - verde
happy - feliz, contento
have - tener
help - ayudar
house - casa
large - grande
lesson - lección
little - pequeño, chico
long - largo
mouth - boca
name - nombre
need - necesitar
nice - agradable
paper - papel
pencil - lápiz
room - cuarto, habitación
say - decir
share - compartir
short - corto, bajo
small - pequeño
study - estudiar
table - mesa
tall - alto
wall - pared
want - querer, hacer falta

Animals in a zoo

ORAL PRACTICE

Lions and tigers are in a zoo;
Elephants and giraffes live there, too.
All these animals are there for you.

Owls and peacocks are in a zoo;
Snakes and lizards live there, too.
All these animals are there for you.

Zebras and bears are in a zoo;
Monkeys and squirrels live there, too.
All these animals are there for you.

. *En el parque zoológico están:*

los leones y los tigres,

los elefantes y las jirafas

y todos están allí

esperándote a ti.

En el parque zoológico están:

los buhos y los pavos reales

las víboras y las lagartijas

y todos están allí

esperándote a ti.

En el parque zoológico están:

las cebras y los osos,

los monos y las ardillas

y todos están allí

esperándote a ti.

Written Exercise

Number your paper from 1 to 12. Beside each number write the name of the animal in the drawing.

. *Escribe en tu papel los números del 1 al 12. Después de cada número, escribe el nombre de cada animal en los dibujos.*

ANIMALS IN A ZOO

PRONUNCIATION

The sounds /s/ and /z/ have distinct pronunciations in English.

. *La pronunciación de los sonidos /s/ y /z/ en inglés son distintos.*

Oral Drill

Listen and repeat the following words.

. *Escucha y repite las siguientes palabras.*

zoo	Sue
prize	price
rise	rice
pays	pace
plays	place
lose	loose
zeal	seal
mazes	maces
razor	racer
buzz	bus
doze	dose
fuzz	fuss
eyes	ice
zinc	sink

Written Exercise (A)

Number your paper from 1 to 14. Write each word and after it write the sound of /s/ or /z/ as your teacher says each word.

. *Escribe en su papel los números del 1 al 14. Escribe cada palabra y entonces escucha la pronunciación de cada palabra y escribe el sonido de la /s/ o /z/.*

Example: prize /z/

Ejemplo: pace /s/

1. easy
2. rise
3. lose
4. miss
5. ice
6. seal
7. price
8. tease
9. pays
10. loose
11. rice
12. plays
13. muscle
14. eyes

STRUCTURE

The negative word *not* is placed after the form of the verb *be*. The negative word *never* comes either before or after the verb. In this lesson *never* will be placed after the verb.

. *La palabra* <u>not</u> *va después del verbo* <u>to be</u>. *La palabra* <u>never</u> *puede preceder o seguir al verbo* <u>to be</u>. *En esta lección* <u>never</u> *va después del verbo.*

Oral and Written Exercise

Orally, and then in writing, do the following:

1. Identify the form of the verb *to be* in each sentence.
2. Change each sentence into a negative sentence by using the word *not*.
3. Change each sentence into a negative sentence using the word *never*.

. *Oralmente y después por escrito haz lo siguiente:*

1. *Identifica la forma del verbo* to be *en cada oración.*
2. *Convierte cada oración afirmativa en una oración negativa empleando la palabra* not.
3. *Convierte cada oración afirmativa en una oración negativa empleando la palabra* never.

1. a. Zoos are only for children.
   b. Zoos are _____only for children.
   c. Zoos are _____only for children.
2. a. I am afraid of bears.
   b. I am _____ afraid of bears.
   c. I am _____ afraid of bears.
3. a. That monkey is mad.
   b. That monkey is _____mad. (not)
   c. That monkey is _____mad. (never)
4. a. The owls are asleep.
   b. The owls are _____ asleep. (not)
   c. The owls are _____ asleep. (never)
5. a. Lions and tigers are alike.
   b. Lions and tigers are _____ alike. (not)
   c. Lions and tigers are _____ alike. (never)

Oral Exercise (A)

On your paper make the following sentences negative by adding *not* after the form of the verb *to be*. Afterwards use the word *never* in each sentence.

. *En tu papel pon la palabra* not *en el lugar apropiado en las siguientes frases. Después usa la palabra* never *en cada frase.*

1. The girls are at school.
2. I am happy.
3. The answer is correct.
4. A bear is here.
5. Lions and tigers are at school.
6. Snakes are tall.
7. That boy is sad.
8. All girls are alike.
9. The student is asleep.
10. Students are in class today.

Oral Exercise (B)

Read or listen while the following sentences are read. Which sentence in each set is true? Say that sentence.

. *Lee o escucha mientra el maestro lee las oraciones que siguen. ¿Cuál oración de las dos es verídica?*

1. Snakes talk. Snakes never talk.
2. Plants are not animals. Plants are animals.
3. A lizard is not like a bird. A lizard is like a bird.
4. Bears sing. Bears never sing.
5. A zebra never lives in a school. A zebra lives in a school.
6. The teacher is not a doctor. The teacher is a doctor.

7. A student and a teacher are not at school. A student and a teacher are at school.
8. Owls are birds. Owls are not birds.
9. The zoo is for children. The zoo is never for children.
10. Animals talk. Animals never talk.

GLOSSARY

afraid - tener miedo

alike - semejantes, iguales

animal - animal

answer - respuesta, contestación

asleep - dormido

bear - oso

children - niños

correct - correcto

elephant - elefante

giraffe - jirafa

lion - león

lizard - lagartija

mad - enojado

monkey - mono

only - solo

owl - buho, lechuza

peacock - pavo real

sing - cantar

snake - culebra, víbora

squirrel - ardilla

tiger - tigre

zebra - cebra

zoo - parque zoológico

Green grass and warm days

ORAL PRACTICE

Can you think of a person, place, or thing you like or enjoy? The dialogue "Green Grass and Warm Days" tells of different things boys and girls such as you enjoy. As you read or listen to the poem, think of things you enjoy.

. *¿Hay alguna persona, algún objeto, o lugar que te guste? El diálogo siguiente habla de cosas que les gustan a muchachos y a muchachas de tu edad. Al leer o escuchar el diálogo, piensa en algo que te gusta.*

GREEN GRASS AND WARM DAYS

TEACHER: YOUR WORLD--WHAT DO YOU LIKE ABOUT IT?
MARISELA: I LIKE HOT POPCORN AND OLD MOVIES.
ROBERTA: I ENJOY BEST FRIENDS AND MY PETS.
DAVID: I LIKE LARGE FAMILIES AND GOOD FOOD.
ZEKE: GIVE ME FAST CARS, BIG SHIPS, AND JETS.

TEACHER: YOUR WORLD--WHAT DO YOU LIKE ABOUT IT?
GLADYS: I LIKE THE DEEP OCEAN AND TALL TREES.
DIEGO: I LIKE UNUSUAL PEOPLE WITH DIFFERENT WAYS.
YAYA: I WANT NEW CLOTHES AND NICE PARTIES.
MECHE: I ENJOY GREEN GRASS AND WARM DAYS.

MAESTRO: *TU MUNDO--¿QUÉ TE GUSTA DE ÉL?*

MARISELA: *ME GUSTAN PALOMITAS DE MAÍZ CALIENTES Y PELÍCULAS ANTIGUAS.*

ROBERTA: *ME GUSTAN AMIGOS BUENOS Y ANIMALES CASEROS.*

DAVID: *ME GUSTAN FAMILIAS GRANDES Y COMIDAS DELICIOSAS.*

ZEKE: *Y A MÍ, DÉNME CARROS VELOCES, NAVES ENORMES, Y AVIONES.*

MAESTRO: *TU MUNDO--¿QUÉ TE GUSTA DE ÉL?*

GLADYS: *ME GUSTA EL PROFUNDO MAR Y LOS ÁRBOLES ALTOS.*

DIEGO: *ME GUSTA LA GENTE RARA CON MODOS SINGULARES.*

YAYA: *QUIERO ROPA NUEVA Y FIESTAS AGRADABLES.*

MECHE: *ME GUSTAN LA HIERBA VERDE Y LOS DÍAS DE SOL.*

PRONUNCIATION

Final Consonant blends: nd, nts, sks, pt

> Combined consonants such as *nd, nts, sks,* and *pt* that come at the end of a word must be clearly pronounced.
>
> . *Cuando las consonantes enlazadas se encuentran al final de una palabra es necesario que se pronuncien con mucho cuidado.*

Oral Drill

Listen to the ending sound of each word. Repeat each word carefully.

. *Escucha y repite con cuidado el sonido final de cada palabra.*

1.	ban	band
2.	bon	bond
3.	can	canned
4.	wean	weaned
5.	bone	boned
6.	pain	pained
7.	rain	rained
8.	mine	mined
9.	win	wind
10.	own	owned

1.	ape	aped
2.	rope	roped
3.	peep	peeped
4.	cope	coped
5.	rap	rapped
6.	rip	ripped
7.	lop	lopped
8.	sip	sipped
9.	map	mapped
10.	zip	zipped

1.	ask	asks
2.	cask	casks
3.	flask	flasks
4.	mask	masks
5.	husk	husks
6.	task	tasks
7.	risk	risks
8.	whisk	whisks
9.	disc	disks
10.	tusk	tusks

1.	ant	ants
2.	chant	chants
3.	plant	plants
4.	pant	pants
5.	win	wince
6.	scent	scents
7.	lint	lints
8.	stunt	stunts
9.	hunt	hunts
10.	haunt	haunts

Listen and repeat each sentence.

. *Escucha y repite con cuidado cada oración.*

1. My friend played in the band.
2. I peeped out the window.
3. He hints at the risks.
4. Grant winces at the scents of plants.
5. Canned ants are boned.
6. Ask for casks, flasks, and masks.
7. The scent haunts.
8. The cop coped with a difficult stunt.
9. A tusk ripped his cape.
10. Wind and ants ruined the plants.

STRUCTURE

In Spanish, words which describe (adjectives) usually follow the word described (la manzana *roja*). In English, words which describe (adjectives) most often come before the word described (the *red* apple).

. *En español, las palabras que describen, es decir, los adjetivos, siguen la palabra decrita (la manzana roja). En inglés, las palabras que describen, o los adjetivos, casi siempre van antes de la palabra descrita (the red apple).*

Written Exercise (A)

Follow as your teacher reads the dialogue. Write the words which describe (adjectives) as each line is read. You should list 16 words which describe.

. *Mientras el maestro lee el poema, escribe las palabras que describen (los adjetivos). Debes de escribir 16 palabras.*

Written Exercise (B)

Look at the words listed below. Some words are adjectives while others name persons, places, or things. First list all the words which describe (adjectives). Second, list all the words which name a person, place, or thing (nouns).

. *Lee con cuidado todas las palabras de la lista. Observa que algunas de las palabras son adjetivos mientras que otras son palabras que indican el nombre de alguna persona, algún lugar o algún objeto. Haz dos listas, una de adjetivos y otra de palabras descritas, ya sean objetos, personas o lugares.*

best	large	good
your	unusual	ocean
hot	world	trees
parties	days	green
big	tall	friends
cars	jets	pets
families	people	food
deep	fast	popcorn
clothes	warm	grass
trees	old	my

ways
ship
different
nice
movies

Oral and Written Exercise (A)

First say the word in each of the following groups that best described the underlined word found at the beginning of the line. Second, write each word on your paper.

. *Di la palabra de cada grupo que describe mejor la palabra subrayada. Después escribe la palabra en tu papel.*

1. day - deep, tall, hot
2. party - green, fast, large
3. food - tall, hot, deep
4. grass - fast, tall, large
5. family - big, green, deep
6. popcorn - warm, tall, fast
7. clothes - deep, old, tall
8. movie - hot, fast, neat
9. ocean - large, fast, new
10. pet - wierd, green, deep

Oral and Written Exercise (B)

Select two of the three words given which best completes each sentence. Do the exercise orally first and then in writing on your paper.

. *Escribe dos de las tres palabras más apropiadas para completar cada oración. Haz el ejercicio primero oralmente y después por escrito en tu papel.*

1. He likes _____, _____ food.
   good, old, hot
2. We saw the _____, _____ ship.
   fast, new, deep
3. Mary needs a _____, _____ car.
   large, green, tall
4. They like _____, _____ movies.
   warm, unusual, different
5. Pedro likes _____ _____ friends.
   my, deep, nice
6. We like _____ _____ families.
   green, your, nice
7. I enjoy _____, _____ days.
   nice, warm, old
8. Have you seen the _____ _____ ocean?
   tall, large, deep

Oral and Written Exercise (C)

Do the following sentences as the example is done. Begin each sentence with "They are." Do the exercise orally and then in writing on your paper.

. *Estudia el ejemplo y síguelo. Comienza cada oración con "They are". Haz el ejercicio primero oralmente y después por escrito en tu papel.*

Example: The cars are fast. They are *fast cars.*

1. The boys are tall._____
2. The cars are big._____
3. The trees are tall._____
4. The clothes are new._____
5. The trees are old._____
6. The girls are nice._____
7. The jets are large._____
8. The pets are small._____
9. The movies are unusual._____
10. The jets are fast._____
11. The ships are old._____
12. The people are unusual._____
13. The oceans are deep._____
14. The days are warm._____
15. My friends are nice._____

ADDITIONAL ACTIVITIES

Spelling Game

The teacher (or a student) chooses an adjective or noun from the Oral Practice section. He then draws on the chalkboard a face without features (as illustrated below) and draws the number of dashes corresponding to the number of letters in the chosen word. In turn students ask if the word that the teacher has in mind contains a particular letter. If the teacher must answer "no," then he draws a feature on the face. If the teacher must respond with "yes," then he writes the letter in the corresponding dash(es). Each time the student asks for a letter *not* included in the word, the teacher draws one of the six features of the face--a mouth, a nose, two eyes, and two eyebrows. Each time the students name a letter which is included in the ward, the teacher fills in that letter in the appropriate place. The objective for the teacher is to complete the drawing; the objective for the student is to complete the spelling of the word within six attempts or before the face is completely drawn.

Juego de Ortografía

Voy a escoger una palabra del diálogo. El número de letras en la palabra corresponde al número de espacios que he escrito en el pizarrón. Entonces ustedes, uno por uno, han de preguntar si la palabra contiene cierta letra. Si no, voy a proceder a dibujar una cara que al terminar va a ser una chica bastante guapa. Primero dibujo la boca, luego la nariz, los dos ojos, y al final, las dos cejas. Si la palabra verdaderamente contiene la letra que ustedes sugieren, escribiré la letra en el espacio correspondiente. Yo trataré de dibujar la cara mientras que ustedes tratan de suplir las letras que completan la palabra.

Memory Game

The players may be seated in a circle or in their customary places. The first player makes the following statement: "I live in a large world." Each player takes turn repeating the statement, and then he places an additional describing word in the sentence, e.g., "I live in a large, green world." The next student may choose to say, "I live in a large, green, weird world."

The student who fails to repeat the sentence accurately while adding another adjective of his own to the sentence drops out of the game. The adjectives that the students add do not have to make perfect sense within the context of the sentence.

. *Juego de memoria*

El primer estudiante que yo escojo dice "I live in a large world" (Vivo en un mundo grande). Después, cada uno de ustedes tienen un turno en el cual repiten la oración y agregan una palabra descriptiva, por ejemplo, "I live in a large, green world" (Vivo en un mundo grande y verde). El estudiante que sigue en turno puede decir alguna cosa como "I live in a large, green, weird, world" (Vivo en un mundo grande, verde y extraño).

El estudiante que se equivoca queda eliminado del juego.

GLOSSARY

best - mejor
big - grande
car - auto, carro, coche
clothes - ropa
day - día
deep - hondo, profundo
different - singular, diferente, distinto
enjoy - gustar
family - familia
fast - rápido, veloz
food - comida
friend - amigo
good - bueno
grass - hiebra, zacate
green - verde
hot - caliente
jet - avión
large - grande
like - gustar
new - nuevo
ocean - mar
old - viejo, antiguo
movies - película
nice - agradable
party - fiesta
people - gente
pet - animal casero
popcorn - palomitas de maíz
ship - nave, barco
tall - alto
tree - árbol
unusual - rara
warm - tibio
ways - modos, maneras
world - mundo

Information for Mrs. Jones

ORAL PRACTICE

Mrs. Jones needs some information from the students for her records. "Where do you live, Roberto?" she asks.

"I live at 3278 Elm Street."

"Thank you," she replies, "and your telephone number?"

"841-7293," answers Roberto.

"Where does your father work, please?"

"He works in town. The phone number is 277-1004."

"Thank you, Roberto."

. *La señora Jones necesita alguna información para apuntar los datos personales de los estudiantes. -¿Dónde vives, Roberto?- pregunta ella.*

-Vivo en la calle Elm, número 3278.

-Gracias, -responde la maestra, -¿y tu número de teléfono?

-841-7293, -contesta Roberto.

-¿Dónde trabaja tu papá, por favor?

-Trabaja aquí en el pueblo. El número de teléfono es 277-1004.

-Gracias, Roberto.

Written Exercise

Can you tell where you live? Complete the following sentence.

. *¿Puedes escribir tu dirección? Completa la siguiente oración.*

I live at _____ _____.

House Number Street

What is your telephone number? Complete the following sentence.

. *¿Cuál es el número de tu teléfono? Completa la siguiente oración.*

My phone number is __ __ __ - __ __ __ __.

PRONUNCIATION

The sounds /b/ and /v/ are identical in Spanish, but they are two separate and unique sounds in English.

. *Los sonidos /b/ y /v/ son iguales en español, pero en inglés se pronuncian de distintas maneras.*

Oral Drill (A)

Listen and repeat.

. *Escucha y repite.*

1. best - vest
2. bow - vow
3. ban - van
4. bat - vat
5. boat - vote
6. bent - vent
7. bile - vile
8. about - average
9. bine - vine
10. berry - very

Oral Drill (B)

Listen and repeat as the teacher pronounces the following sentences. As they are read the second time, raise your hand when you hear /b/.

. *Escucha y repite mientras el maestro pronuncia las siguientes oraciones. Después, levanta la mano al oir el sonido /b/.*

1. Cut your meat in bites.
   They can meet if they are invited.

2. There is a ban on many books.
   There is a van full of vests.

3. I have a vat full of vultures.
   I have a bat of my brother's.

4. John bows to the girl.
   John vows to be true.

5. I have to vote.
   I have a boat.

STRUCTURE

The word *where* is a direct translation of the Spanish *dónde* and is used in questions that require a place or location in the response.

. Where *es una traducción directa de la palabra dónde y se usa en preguntas que requiren una localidad, un sitio o un lugar en la respuesta.*

Oral Drill

Listen and repeat.

. *Escucha y repite.*

1. Where is the book?
   The book is on the desk.

2. Where is the pencil?
   The pencil is on the table.

3. Where is the paper?
   The paper is in the notebook.

4. Where are the children?
   The children are in school.

5. Where is your brother?
   My brother is on the playground.

Written Exercise

Write a *where* question using each of the following words. Choose carefully between the verbs *is* and *are*.

. *Escribe una pregunta con* where *utilizando las siguientes palabras. Escoge con mucho cuidado entre los verbos* is *y* are.

Example: boy - Where is the boy?

1. the pencil
2. the books
3. Mary
4. your brother
5. the boys
6. Juan and Carlos
7. the paper
8. my mother
9. the children
10. the ball

NUMBERS

0	10	20	30
1	11	21	40
2	12	22	50
3	13	23	60
4	14	24	70
5	15	25	80
6	16	26	90
7	17	27	100
8	18	28	
9	19	29	

Oral and Written Exercise

When the teacher asks you the question "Where do you live?", answer by giving your complete street address. Remember that in English the numbers precede the street name.

. *Contesta la pregunta* "Where do you live?" *(Dónde vives?) que te va a preguntar el maestro. Acuérdate que en inglés los números preceden el nombre de la calle.*

Write your complete address.

. *Escribe tu dirección completa.*

Practice saying and writing your telephone number.

. *Practica dando tu número de teléfono oralmente y por escrito.*

Oral Exercise

Can you answer the following questions?

. *¿Puedes contestar las siguientes preguntas?*

1. Where do you live?
2. Where does your friend live?
3. Where is your school?
4. What is your telephone number?
5. What is your friend's telephone number?
6. What is the address of your doctor?
7. What is your doctor's telephone number?
8. Where does your father work?
9. Where is your church?
10. What is your address?

GLOSSARY

address - dirección
ball - pelota, bola
boy - muchacho
brother - hermano

child - niño, niña
classroom - salón
desk - escritorio, pupitre
father - padre, papá
girl - muchacha
live - vivir

mother - madre, mamá
notebook - cuaderno

number - número
pen - pluma
pencil - lápiz

playground - patio de recreo
school - escuela
street - calle

table - mesa
telephone - teléfono
work - trabajar

What do you do ?

ORAL PRACTICE

Do you buy?	*¿Compras?*
Do you sell?	*¿Vendes?*
Do you have a story to tell?	*¿Tienes una historia que decir?*
Does Jack work?	*¿Trabaja Juanito?*
Does Jack play?	*¿Juega Juanito?*
Does he have anything to say?	*¿Tiene él algo que decir?*
Do we study?	*¿Estudiamos?*
Do we learn?	*¿Aprendemos?*
That is our main concern.	*Ese es nuestro interés principal.*

Oral Exercise (B)

Read the following questions. Answer them with a short answer.

. *Lee las siguientes oraciones. Contesta cada una con una respuesta corta.*

	QUESTION	SHORT ANSWER
Examples:	Do you live in the United States?	Yes, I do.
	Do you speak many languages?	No, I do not.
	Does your friend walk to school with you?	Yes, she does.
	Does she drive a car?	No, she does not.

1. Do you like music?
2. Do you have a record player?
3. Do you play it every day?
4. Do you have many favorite records?
5. Do you trade records?
6. Does your friend like music?
7. Does she have a record player?
8. Does she play it every day?
9. Does she have many favorite records?
10. Does she trade her records?

Oral Exercise (C)

Study each esample. Can you give a short answer for each question listed below?

. *Estudia cada ejemplo. ¿Puedes contestar cada pregunta con una respuesta corta?*

Examples: Does *Julia* like English? Yes, *she* does.
Does *Marcos* speak German? No, *he* does not.

1. Does *Helen* study every day?
2. Does *Marta* like old movies?
3. Does *your brother* want a new car?
4. Does *your sister* like strange places?
5. Does *the teacher* like our work?
6. Does *Jack* play basketball?
7. Does *your father* work at a store?
8. Does *your mother* work at home?
9. Does *Roberto* know math?
10. Does *your brother* live here?

PRONUNCIATION

The sound /u/ as in *but*, *luck*, and *hug* does not occur in Spanish.

. *El sonido /u/ como en las palabras* but, luck *y* hug *no existe en español.*

Oral Drill

Repeat the following words. Say the sound /u/ carefully.

. *Repite las palabras que están a continuación. Di el sonido /u/ con cuidado.*

1.	done	- Don	11.	tug	- tog
2.	hug	- hog	12.	smug	- smog
3.	jug	- jog	13.	rub	- rub
4.	duck	- dock	14.	buck	- bock
5.	luck	- lock	15.	nut	- not
6.	stuck	- stock	16.	rut	- rot
7.	cup	- cop	17.	dull	- doll
8.	pup	- pop	18.	none	- non
9.	shut	- shot	19.	come	- calm
10.	putt	- put	20.	bug	- bog

Written Exercise

Number your paper from 1 - 5. One sentence in each of the following pairs contains a word with the sound /u/, the other does not. Write "1" if the sound occurs in the first sentence. Write "2" if it occurs in the second sentence.

. *Numera tu papel del 1 - 5. De cada par de oraciones una contiene una palabra con el sonido /u/ mientras que la otra no. Escribe el número "1" si el sonido occure en la primera oración. Escribe el número "2" si el sonido occure en la segunda oración.*

Ejemplo: I play *the* piano. I play *my* piano. Deben escribir 1.

1. You are lucky! You are lazy!
2. Does Juan work? Do you work?
3. This is my pen. This is a pen.
4. Will he go soon? Will he come now?
5. The cup is here. This cap is hers.

STRUCTURE

The auxiliary verbs *do* and *does* are used in English to form negative and interrogative sentences.

. *Los verbos* do *y* does *se emplean en inglés para formar oraciones interrogativas y negativas.*

Notice that *do* is used with *I, you, we,* and *they* while *does* is used with *he, she,* and *it.*

. *Debes darte cuenta de que se usa* do *con* I, you, we *y* they, *y* does *con* he, she, *y* it.

Oral Exercise (A)

1. Do you know him?
   Yes, I know him.

2. Do you play the piano?
   Yes, I play the piano.

3. Do you live here?
   No, I do not live here.

4. Does he work in town?
   No, he does not work in town.

5. Does she live in Dallas?
   No, she does not live in Dallas.

6. Does she play the guitar?
   No, she does not play the guitar.

7. Do María and José sell flowers?
   No, they do not sell flowers.

8. Do I live in Texas?
   Yes, you live in Texas.

9. Do you and Juan buy old books?
   No, we do not buy old books.

10. Does Rosita play baseball?
    No, she does not play baseball.

I		
You	do	
We	don't	
They		
He		
	does	
She		
	doesn't	
It		

Oral Exercise (B)

Notice that the following questions are the same as in the preceding exercise. This time give your own short answer for each question. Study the examples.

. *Observa que las siguientes preguntas son iguales a los del ejercicio anterior. Dí una respuesta corta para cada pregunta. Estudia los ejemplos.*

Examples: Do you like to play football? Yes, I do. (No, I don't.)

Does Ricardo live in San Antonio? No, he does not. (Yes, he does.)

1. Do you know him?
2. Do you play the piano?
3. Do you live here?
4. Does he work in town?
5. Does she live in Dallas?
6. Does she play the guitar?
7. Do María and José sell flowers?
8. Do you live in Texas?
9. Do you and Juan buy old books?
10. Does Rosita play baseball?

Oral Exercise (C)

Read the following sentences. Change each sentence to a question. Begin each question with *Do* or *Does*. Can you tell how the verb changes when you use *Does* in the question?

. *Lee las siguientes oraciones. Haz una pregunta de cada oración. Comienza cada pregunta con* Do *o* Does. *¿Sabes qué le pasa al verbo cuando se emplea la palabra* Does *en la pregunta?*

Examples: You like to study. *Do* you like to study?
Guillermo works. *Does* Guillermo *work*?

1. Mary eats breakfast at seven.
2. She goes to school at eight.
3. The students go home for lunch at twelve.
4. They eat lunch at twelve thirty.
5. Aurelio and Elena like to read.
6. Antonio enjoys his motorcycle.
7. You and I like to study.
8. We have many friends.
9. Hilda plays the guitar.
10. The students enjoy her songs.

Written Exercise

Use *do* or *does* in each blank. Write each sentence on your paper.

. *Emplea la palabra apropiada,* do o does *en cada espacio en blanco. Escribe cada oración en tu papel.*

1. _____ Jane buy her lunch?
2. _____ Carlos and Manuel play baseball?
3. My mother _____ not work in an office.
4. _____ you live in El Paso?
5. Pablo and Eduardo _____ not live here.
6. I _____ not play the piano.
7. _____ José work in town?
8. _____ the plant need water?
9. The students _____ not come early.
10. This is my book. It _____ not have my name in it.

A new friend

ORAL PRACTICE

CARLA: DO YOU KNOW CARLOS ORTEGA?

ROSITA: YES, I LIKE HIM. HIS SISTER WORKS IN MY FATHER'S STORE.

CARLA: OH, I KNOW HER, TOO. HER NAME IS BARBARA. SHE PLAYS THE PIANO AT MY CHURCH. DOES SHE LIKE HER JOB IN THE STORE?

ROSITA: YES. SHE HELPS MY FATHER VERY MUCH. SHE SELLS CERAMICS AND GREETINGS CARD. MY FATHER WANTS US TO BECOME GOOD FRIENDS.

CARLA: WELL, HER BROTHER CARLOS CAN BE MY FRIEND ANY TIME. HE IS SO CUTE.

. *CARLA: ¿CONOCES A CARLOS ORTEGA?*

ROSITA: SÍ, ME GUSTA MUCHO. SU HERMANA TRABAJA EN LA TIENDA DE MI PAPÁ.

CARLA: OH, YO TAMBIÉN LA CONOZCO A ELLA. SE LLAMA BÁRBARA Y TOCA EL PIANO EN LA IGLESIA. ¿LE GUSTA EL TRABAJO EN LA TIENDA DE TU PAPÁ?

ROSITA: SÍ, ELLA AYUDA MUCHO A MI PAPÁ. VENDE CERÁMICAS Y TARJETAS. MI PAPÁ QUIERE QUE LLEGUEMOS A SER BUENAS AMIGAS.

CARLA: PUES, SU HERMANO CARLOS PUEDE SER MI AMIGO CUANDO QUIERA. ES MUY GUAPO.

Oral Exercise (B)

Can you answer the following questions? Review the dialogue if necessary.

. *¿Puedes contestar las siguientes preguntas? Repasa el diálogo si es necesario.*

1. Who is talking in the dialogue?
2. Whom are they talking about?
3. Where does Barbara work?
4. What does Barbara sell in the store?
5. Does Carlos play the piano?
6. Who plays the piano? Where?
7. Who wants Rosita to become good friends with Barbara? Why?
8. Whom does Carla want to know better? Why?

Oral Exercise (C)

Do you know that some pronouns may be used as subjects? Study the pronouns listed below. Can you find the subject pronouns in the dialogue?

. *¿Te das cuentas que hay pronombres que funcionan como sujetos? Estudia los pronombres de la lista. ¿Puedes hablar los pronombres que funcionan como sujetos en el diâlogo.*

SUBJECT PRONOUNS

I

you

he, she, it

we

you

they

PRONUNCIATION

The English sound /r/ is different from the Spanish sound /r/.

. *El sonido de la /r/ en inglés es distinto al sonido /r/ en español.*

Oral Drill (A)

Repeat the following words after your teacher.

. *Escucha y repite después del maestro las siguientes palabras.*

ride	rope	red
rise	rot	reap
road	run	rent
rows	rump	rhyme
reed	rust	rip
rid	ramp	rich
risen	rain	rock
reel	rash	room

Oral Drill (B)

Repeat the following words after your teacher.

. *Escucha y repite después del maestro las siguientes palabras.*

bride	brain	bruise	frown
price	crash	graze	freak
broad	bread	tray	train
creed	creep	breeze	grow
prison	pretty	truck	great

crop	broom	from	draw
prune	crow	tree	prince
cramp	pride	friend	drain

Oral Drill (C)

Notice that each word below contains a double *r*. Pay attention closely as each word is pronounced and repeat it after your teacher.

. *Fíjate que cada palabra de la lista contiene* rr. *Repite cada palabra con cuidado.*

tomorrow	correct	starry
carry	marry	berry
arrow	sorrow	Larry
error	terror	horrible
horror	Jerry	carrier
borrow	narrow	merry
worry	hurry	porridge
sorry	arrive	errand

'Round the rugged rock the ragged rascal ran.

The following well-known song contains many words with the sound /r/.

. *La siguiente canción es muy conocida en los Estados Unidos y provée un buen ejercicio para el sonido /r/.*

Row, row, row your boat.
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Oral Drill (D)

Say the following sentences aloud, first with your class and then individually as directed.

. *Repite las siguientes oraciones, primero juntos y después individualmente.*

1. I'm very sorry.
2. I will hurry.
3. Do you read the story?
4. Where is your brother?
5. My friend is ready.
6. I work in America.
7. Don't worry, Mary.
8. Is this the correct answer?
9. Marie is a pretty girl.
10. The green glass is broken.
11. The first ride is free.
12. Roger arrives at four.

STRUCTURE

Pronouns are words which are used in place of nouns. The pronouns *I, you, he, she, it, we, you,* and *they* function as subjects of sentences and usually come at the beginning of the sentence.

. *Los pronombres son palabras que toman el lugar de substantivos. Los pronombres* I, you, he, she, it, we, you, *y* they *funcionan como sujetos de oraciones y casi siempre principian la oración.*

Examples: *John and Joe* like football.
subjects

They like football.
subject pronoun

Mother and I like to go shopping.
subjects

We like to go shopping.
subject pronoun.

Oral Exercise

Find the subject pronoun in the second sentence in each pair.

. *La segunda oración de cada par contiene un pronombre. ¿Sabes cuál es?*

1. The lifeguard saved the swimmers.
   He saved the swimmers.

2. John will play in the band.
   He will play in the band.

3. Grandmother and Grandfather telephoned us yesterday.
   They telephoned us yesterday.

4. My sister and I will paint the room.

   We will paint the room.

5. Marta will visit us soon.

   She will visit us soon.

6. The movie was the best this year.

   It was the best this year.

7. Judy and I enjoyed the movie.

   We enjoyed the movie.

8. The game was very exciting.

   It was very exciting.

Written Exercise

Use a subject pronoun in place of the italicized words. Write each complete sentence on your paper.

. *Reemplaza las palabras en letra itálica con un pronombre apropiado. Escribe cada oración en tu papel.*

1. *John and Mary* see Susan every day.
2. *You and Elena* also see her.
3. *Peter, James and José* are going on a trip.
4. *Ann and I* will join them.
5. *Ana* cannot drive a car.
6. *José* can drive very well.
7. *The car* is new and large.
8. *Our friends* want to go also.
9. *Mr. Grant* will not go.
10. *Mrs. Grant* will go with us.

GLOSSARY

answer - respuesta
arrive - llegar
bicycle - bicicleta
buy - comprar
ceramics - cerámicas
church - iglesia
cute - gracioso, guapo, mono
friend - lo siento
job - trabajo
know - saber, conocer
like - gustar
play - jugar, tocar
sell - vender
store - tienda
story - cuento, historia
very - muy
want - querer

The class presents a program

ORAL PRACTICE

THE CLASS PRESENTS A PROGRAM

RUDY: HI, MARIO. WHAT IS YOUR CLASS GOING TO DO IN THE PROGRAM FRIDAY?

MARIO: WE ARE GOING TO SING AND DANCE.

RUDY: REALLY?

MARIO: YES. WE ARE GOING TO LEARN AN INDIAN SONG. WE ARE GOING TO MAKE OUR COSTUMES, TOO.

RUDY: MAY I SEE YOUR COSTUME?

MARIO: YES, YOU MAY SEE IT. I THINK YOU WILL LIKE IT VERY MUCH.

LA CLASE PRESENTA UN PROGRAMA

RUDY: *HOLA, MARIO. ¿QUÉ VA A PRESENTAR TU CLASE EN LA REPRESENTACIÓN EL VIERNES?*

MARIO: *VAMOS A CANTAR Y BAILAR.*

RUDY: *¿DE VERAS?*

MARIO: *SÍ, VAMOS A APRENDER UNA CANCIÓN INDÍGENA. TAMBIÉN VAMOS A HACER NUESTROS DISFRACES.*

RUDY: *¿ME PERMITES VER TU DISFRAZ?*

MARIO: *SÍ, LO PUEDES VER. CREO QUE TE VA A GUSTAR MUCHO.*

Oral Exercise (B)

Answer the following questions orally.

. *Contesta cada pregunta en voz alta.*

What is the class going to have?

What is the class going to learn?

What is Mario going to make?

What is Rudy going to see?

When is the class going to present the program?

Who is going to present the program?

Who is going to make a costume?

PRONUNCIATION

The /ng/ sound does not exist in Spanish although *ng* does occur in the middle position in words such as *anglo* and *hongo*. In English the /ng/ sound occurs in middle and final position in words such as ki*ng*dom and si*ng*.

. *El sonido /ng/ no existe en español aunque las letras* ng *ocurren en posición medial en tales palabras como* anglo *y* hongo. *En inglés el sonido /ng/ ocurre en posición medial y final en palabras tales como* kingdom *y* sing.

Oral Drill (A)

Say these words. Notice the difference in the sound of /n/ and the sound of /ng/.

. *Repite estas palabras. Fíjate en el diferencia que hay entre el sonido de /n/ y el de /ng/.*

ban	bang	pan	pang
pin	ping	gone	gong
sin	sing	fan	fang
bin	bing	clan	clang
run	rung	tan	tang
win	wing	din	ding
ton	tongue	kin	king
ran	rang	sun	sung
thin	thing	stun	stung
kin	king	lawn	long

Oral Drill (B)

Repeat the following words. Notice the final sound in each word in the second column.

. *Repite estas palabras. Fíjate en el último sonido de las palabras en la segunda columna.*

banged	bang
hanged	hang
singer	sing
wingless	wing
banging	bang

Oral Drill (C)

Repeat these sentences. Notice the /ng/ sound.

. *Repite estas oraciones. Fíjate en el sonido /ng/.*

1. I sing a thin song.
2. Run around the ring.
3. The stronger kingdom has a younger language.
4. The hungry man is going to strangle.
5. He is too angry to sing.

STRUCTURE

Direct object pronouns come before the verb in Spanish most of the time.

. *En español el objeto directo precede al verbo.*

Example: Rosario *lo sabe.*

Ejemplo: object pronoun verb

In English, object pronouns follow the verb.

. *En inglés, el objeto directo sigue al verbo.*

Example: Rosario *knows it.*

Ejemplo: verb object pronoun

The following are object pronouns.

. *Aquí tienes los objetos directos.*

me	me	us	nos
you (sing.)	te		
him, you, it	lo	them	los, las
him, you, it	la	you (pl.)	los, las

Oral Drill

Repeat the following sentences after your teacher.

. *Repite las siguientes oraciones después del maestro.*

1. I know *Pablo*.
   I know him.
2. I know *Mary*.
   I know her.
3. I know *the lesson*.
   I know it.
4. I know *Pablo and Mary*.
   I know them.
5. They know *Mary and me*.
   They know us.
6. They know *the answers*.
   They know them.
7. You like *ice cream*.
   You like it.
8. They like *mystery stories*.
   They like them.
9. I like *baseball and football*.
   I like them.
10. We like *Barbara and Jane*.
    We like them.

Oral and Written Exercise

Replace the italicized words with *me, you, him, her, it,* or *them* in each sentence. First do the exercise orally; then do it in writing.

. *Substituye la palabra correcta entre* me, you, him, her, it, o them *en cada oración. Primero hazlo oralmente; después por escrito.*

1. We know *the boys*.
2. I like *the class*.
3. Bob plays *the guitar*.
4. Pablo and Jerry sell *ceramics*.
5. Mary has *the book*.

6. I know *Mr. Jones*.
7. You help *your mother*.
8. I like *baseball*.
9. They know *the president*.
10. We buy *old cars*.

Written Exercise

Substitute the correct pronoun from the choices given in parentheses for the italicized nouns. Write each sentence on a separate sheet of paper.

. *En lugar de la palabra en letra itálica, escoge el pronombre correcto de los que estan escritos en parêntesis. Escribe cada oración en tu papel.*

1. You know *Mr. Lewis*. (her, him, them)
2. John likes *ice cream*. (it, her, him)
3. I buy *my lunch*. (me, it, her)
4. I know *Rosa*. (she, her, it)
5. María and Carla sell *old books*. (they, them, it)
6. The baby sees *the dogs*. (they, them, it)
7. I like *candy*. (him, her, it)
8. Sara rides *the bicycle*. (him, her, it)
9. Peter told *John and me*. (we, us, they)
10. I see *the car*. (him, her, it)
11. Bill buys *the car*. (he, him, it)
12. Leo helps *his mother*. (him, her, she).

GLOSSARY

class - clase

costumes - disfraces

dance - bailar

do - hacer

draw - dibujar

eat - comer

Indian - indio

learn - aprender

lesson - lección

like - gustar

make - hacer

picture - dibujo

present - presentar

program - representación, programa

read - leer

see - ser

show - exhibición

sing - cantar

song - canción

think - pensar

Who is on the honors list ?

ORAL PRACTICE

MR. GUTIÉRREZ: COME HERE, ALICIA. PLEASE TAKE THIS NOTE TO THE PRINCIPAL.

ALICIA: SHOULD I WAIT FOR AN ANSWER?

MR. GUTIÉRREZ: NO. PLEASE GIVE THIS BOOK TO MR. HERNANDEZ. TELL HIM I MUST TALK TO HIM AS SOON AS POSSIBLE.

ALICIA: OKAY. MR. GUTIÉRREZ, MAY I ASK YOU A QUESTION?

MR. GUTIÉRREZ: YES, OF COURSE.

ALICIA: IS THIS THE LIST OF HONOR STUDENTS?

MR. GUTIÉRREZ: YES, IT IS.

ALICIA: OH! TELL ME, AM I ON THE LIST?

MR. GUTIÉRREZ: SORRY, I CAN'T TELL YOU. NOW GO TO THE OFFICE AND COME BACK QUICKLY.

ALICIA: OKAY.

SR. GUTIÉRREZ: VEN ACÁ, ALICIA. POR FAVOR LLEVA ESTA NOTA AL DIRECTOR.

ALICIA: ¿DEBO ESPERAR LA RESPUESTA?

SR. GUTIÉRREZ: NO. POR FAVOR DALE ESTE LIBRO AL SR. HERNÁNDEZ. DILE QUE TENGO QUE HABLAR CON ÉL LO MAS PRONTO POSIBLE.

ALICIA: MUY BIEN. SR. GUTIÉRREZ, ¿ME PERMITE UNA PREGUNTA?

SR. GUTIÉRREZ: SÍ, CÓMO NO.

ALICIA: ¿ES ÉSTA LA LISTA DE LOS ALUMNOS QUE RECIBIERON LOS NOTAS MÁS ALTAS,

SR. GUTIÉRREZ: SÍ, ES.

ALICIA: *DÍGAME. ¿ESTÁ MI NOMBRE EN LA LISTA?*

SR. GUTIÉRREZ: *SIENTO NO PODER DECIRTE. AHORA VE A LA OFICINA Y REGRESA EN SEGUIDA.*

ALICIA: *MUY BIEN.*

Oral Exercise

Answer the following questions in your own words.

. *Contesta las siguientes preguntas en tus propias palabras.*

1. Who is talking in the dialogue?
2. Where is the dialogue taking place?
3. What is Alicia supposed to take to the principal?
4. What is she supposed to give Mr Hernández?
5. What does Alicia want to know about the honors list?
6. Mr. Gutiérrez uses the word *please* twice. What does this tell you about him?
7. Do you think Alicia on the honors list? Why?

PRONUNCIATION

The sound of /j/ as in *joke* is sometimes pronounced as the sound of /y/ in *yoke* by Spanish speakers.

. *El sonido de la /j/ en la palabra* joke *a veces es pronunciada como el sonido de /y/ en la palabra* yoke.

Oral Drill (A)

Listen to these words carefully. Repeat them after your teacher.

. *Escucha atentamente la pronunciación de estas palabras. Repítelas después de tu maestro.*

1.	jeer	year	9.	jowl	jowl
2.	jot	yacht	10.	John	yawn
3.	jail	yale	11.	jell	yell
4.	jam	yam	12.	jaw	yaw
5.	jarred	yard	13.	joke	yoke
6.	gyp	yip	14.	jack	yak
7.	jelling	yelling	15.	Jess	yes
8.	jello	yellow	16.	jet	yet

Oral Drill (B)

Pronounce the following sentences giving attention to the sounds /j/ and /y/.

. *Pronuncia las siguientes oraciones. Fíjate en los sonidos de la /j/ y la /y/.*

1. The yellow jello is rigid.
2. Are you going to yell and jeer?
3. The Yale yachts jam the jetty.
4. There are hedges in the yard.
5. Yes, I pledge to tell this year.

Written Exercise

Number your paper from 1-12 and listen as your teacher says the problem words. If you hear the sound /j/ as in *juice* write *j*. If you hear the sound /y/ as in *yellow* write *y*.

. *En tu papel numera del 1-12 y escucha atentamente a las palabras que el maestro repite. Si oyes el sonido /j/ como en la palabra* juice, *escribe* j; *si oyes el sonido /y/ como en la palabra* yellow *escribe* y.

STRUCTURE

A command is an order. Study the different types of commands.

. *Una órden es un mandato. Estudia los distintos tipos de órdenes en inglés.*

Affirmative: Afirmativo	Study the lesson.
Negative: Negativo	Don't study the lesson.
Polite: Cortés	Please study the lesson.
Request: Petición	Let's study the lesson.

Oral Exercise (A)

Can you name all the commands Mr. Gutiérrez gives Alicia? You should name five.

. *Puedes nombrar todo los que el Sr. Gutiérrez le manda a Alicia? Debes nombrar cinco.*

Can you find the command Alicia gives?

. *¿Puedes encontrar lo que manda Alicia?*

Oral Exercise (B)

Read the command given for each picture on the following page. Can you think of other commands which would go with each picture? Here is an example for the first picture.

. *Lee las órdenes que van con cada dibujo. ¿Puedes inventar órdenes nuevas para cada dibujo? Fíjate en el ejemplo para el primer dibujo.*

Example: Please study. Don't waste time.
Ejemplo

Oral Exercise (C)

Listen and repeat the following requests. Can you explain how many people are involved in carrying out a request?

. *Escucha y repite las siguientes peticiones. ¿Sabes tú cuántas personas llevan a cabo una petición?*

1. Let's help Ramón.
2. Let's sing the song.
3. Let's write the numbers.
4. Let's go to the park.
5. Let's listen to the music.
6. Let's copy the sentences.
7. Let's erase the chalkboard.
8. Let's review the lessons.
9. Lets' turn around.

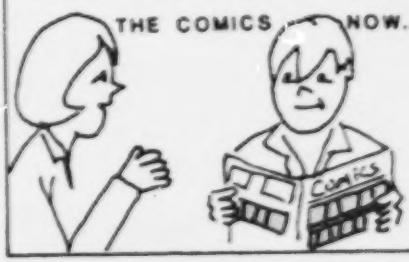
COMMANDS

1. PLEASE LISTEN. DON'T TALK.

2. EAT SLOWLY. DON'T EAT SO FAST.

3. WATCH A GOOD PROGRAM. DON'T SIT TOO CLOSE TO THE TELEVISION.

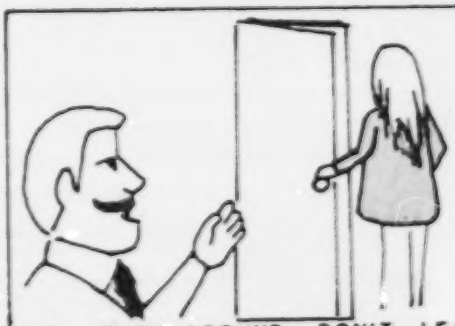
4. STUDY FOR THE TEST. DON'T READ THE COMICS NOW.



5. PUT UP THE MATCHES. DON'T PLAY WITH THEM.

6. CLOSE THE WINDOW. DON'T LET THE COLD AIR IN THE ROOM.

7. TURN AROUND. DON'T LEAVE.



Written Exercise

Look at the examples given below. Notice that the word *not* is used to make a negative request and that it is placed before the verb. On your paper write a negative request for every affirmative request given.

. *Estudia cada uno de los ejemplos. Fíjate como una petición afirmativa se puede convertir en petición negativa al emplear la palabra* not. *Además, fíjate que* not *se coloca antes del verbo. En tu papel escribe cada petición afirmativa en forma negativa.*

Examples: Let's leave the classroom.

Ejemplos: Let's *not* leave the classroom.

Let's go to the store.

Let's *not* go to the store.

Let's answer the telephone.

Let's *not* answer the telephone.

1. Let's sit at the table.
2. Let's bake a cake.
3. Let's play some records.
4. Let's buy a pencil.
5. Let's clean the yard.
6. Let's draw a picture.
7. Let's watch television.
8. Let's listen to the music.

GLOSSARY

answer - respuesta

bake - hornear, cocinar

command - orden, mandato

close - cerrar

draw - dibujar

erase - borrar

gym - gimnasio

honor - honor

immediately - inmediatamente, en seguida

list - lista

locker - armario, ropero

park - parque

put up - alzar

record(s) - disco(s)

request - petición

review - repaso

role - papel (en una representación)

television - televisión, televisor

turn around - voltear

watch - mirar, ver

The swallows of San Juan Capistrano

ORAL PRACTICE

Do you know what a tradition is? It is an act or practice, usually a social custom, that is passed down from one generation to the next. In the story about the swallows, the tradition exists that people gather to watch the return of the swallows every year on the 19th day of March. Listen carefully as the story is read.

¿Sabes lo que es una tradición? Una tradición es una costumbre transmitida de generación en generación. En la historia de las golondrinas la tradición consiste en que cada año la gente se reúne para ver el regreso de las golondrinas el 19 de marzo. Escucha atentamente la lectura de esta historia.

In 1776 Father Junípero Serra arrives in California. Below lies a valley. "This is an excellent place for a settlement." he says to himself. "I will build a mission here. I will name it San Juan Capistrano after the Spanish crusader."

Many years pass. The date is March 19. It is early in the morning. The mission no longer exists. Only the ruins remain. Crowds of people look toward the sky. A man exclaims, "I see them!" Another says, "There are hundreds of them. They always come back on St. Joseph's Day." A boy adds, "My grandfather says the come back every year on March 19."

What is so unusual? What do they see? The people see the swallows. Today, March 19, the beautiful birds return. They will build their nests in the ruins. In the fall, they will fly south. In the spring, they will return to the ruins. How do they find their way? Who guides them? Will they always return on the same date? No one knows the answer. One thing is certain. They always return on St. Joseph's Day to the ruins of San Juan Capistrano.

En al año 1776, el padre Junípero Serra llega a California. Abajo hay un valle. -Este es un buen sitio para una colonia, -piensa para sí. -Edificaré una misión aquí. La nombraré San Juan Capistrano por el cruzado español.

Pasan muchos años. Es el día 19 de marzo. Es temprano por la mañana. La misión ya no existe. Solo las ruinas quedan. La muchedumbre mira al cielo. Un hombre exclama, - Allá vienen!- Otro dice, -Vienen muchísimas. Siempre regresan el día de San José. -Un niño añade, -Mi abuelo dice que siempre regresan el 19 de marzo.

¿Qué es lo que pasa? ¿Qué es lo que ven? La gente ve la golondrinas. Hoy, el día 19 de marzo, las golondrinas regresan. Harán sus nidos en las ruinas. En el otoño se irán al sur. En la primavera vuelven a las ruinas. ¿Cómo saben el camino? ¿Quién las guía? ¿Volverán siempre para la misma fecha? Nadie sabe las respuestas. Hay una cosa que es cierta. Siempre regresan el día de San José a las ruinas de San Juan Capistrano.

Oral Exercise

Answer the following questions. If necessary read the story again.

. *Contesta cada pregunta. Si es necesario vuelve a leer la historia para hallar las respuestas.*

1. Who arrived in California in 1776?
2. What does he build?
3. What is the name of the mission?
4. Who looks toward the sky?
5. How many swallows are there?
6. When will the swallows return?
7. Where will the swallows build their nests?
8. Where do they fly in the fall?

Oral and Written Exercise

Use the words listed below to complete the sentences. Do the exercise orally, then in writing.

. *Emplea las siguientes palabras para terminar cada oración. Primero haz el ejercicio oralmente y después por escrito en tu papel.*

1. _____ _____ _____ was a Spanish priest and colonizer of California
2. One of his settlements was called _____ _____ _____.
3. He named his settlement after a Spanish _____.
4. On the settlement, he built a _____.

5. The ruins of the mission still exist in the state of _____.

6. Every year on March 19 people come to watch the return of the _____.

7. They build their nests in the _____.

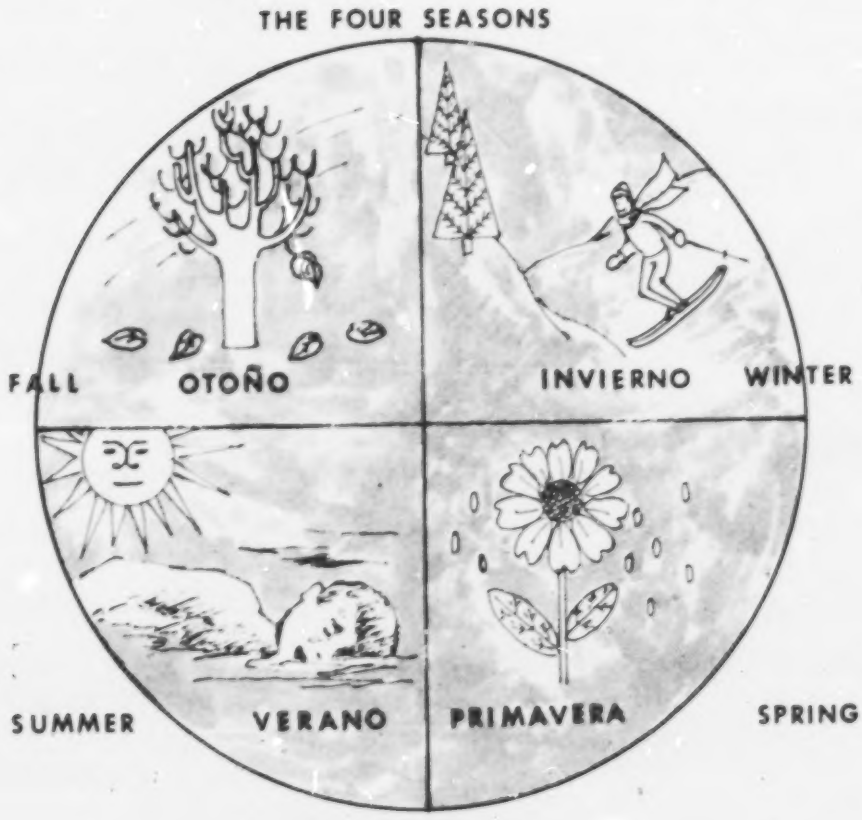
8. In the fall the birds fly _____.

ruins	San Juan Capistrano
south	mission
north	swallows
Father Junípero Serra	crusader
Texas	California

Oral Exercise

Which is your favorite time, holiday, or event during the year? Can you name the season in which your favorite time or holiday occurs? Can you tell why it is your favorite?

. *¿Tienes un tiempo, día, o fiesta preferida durante el año? ¿Sabes en cuál estación ocurre tu día favorito? ¿Puedes decir las razones por las cuales consideras cierto día, tu favorito?*


THE FOUR SEASONS
FALL
OTOÑO
INVIERNO
WINTER
SUMMER
VERANO
PRIMAVERA
SPRING

Oral or Written Exercise

Name the season in which each of the following holidays and events occur.

. *Nombra la estación en la cual cada uno de los días especiales o días de fiesta ocurren.*

1. Christmas
2. Easter
3. New Year's Day
4. Mother's Day
5. Independence Day (July 4)
6. Thanksgiving
7. Halloween
8. Beginning of the school year
9. End of the school year.
10. 16th of September
11. Father's Day
12. Your birthday

PRONUNCIATION

The letter *a* has several sounds. One of these sounds is the sound /au/ as in the word *fall*.

. *La letra* **a** *tiene varios sonidos en inglés. Uno de estos es el sonido /au/ como en la palabra* **fall**. *Estudia estas palabras y trata de pronunciarlas correctamente.*

Oral Drill (A)

Listen to and repeat the following words.

. *Escucha y repite las siguientes palabras.*

1	2
ball	August
call	autumn
fall	auto
talk	law
walk	paw
ought	caw
bought	saw
caught	straw
bald	always

Notice the difference between the vowel sound in these words.

. *Fíjate en el sonido /o/ de las palabras en las segunda columna. Las palabras de la primera columna tienen el sonido /au/. Nota la diferencia entre los dos sonidos.*

3	4
low	law
so	saw
foal	fall
hole	haul
boat	bought
toll	tall
cole	call
bowl	ball
pose	paws
phone	fawn

Oral Drill (B)

Listen carefully to the /au/ sound in these sentences.

. *Escucha atentamente el sonido /au/ en estas oraciones.*

1. The outlaw will claw his jaw.
2. The bald hawk was taught to caw.
3. Auburn fawns at the straw.
4. Always be audible at an auction.
5. The author found a flaw in the law.
6. The tall squaw walks at dawn.

STRUCTURE

The words *what*, *how many*, and *how old* are used at the beginning of sentences that are questions. These words may be followed by a form of the verb *to be*. Study the examples.

. *Las palabras* what, how many, *y* how old *se emplean para hacer preguntas en inglés. Estas palabras se pueden colocar delante de alguna forma del verbo* to be. *Estudia los siguientes ejemplos.*

QUESTION	ANSWER
What is María?	María is a student.
How old is María?	María is twelve years old.
How many students are there?	There are ten students.

Oral Practice

	QUESTION	ANSWER
1.	What is Mrs. Morín?	Mrs. Morín is an artist.
	How old is Mrs. Morín?	Mrs. Morín is twenty years old.
	How many artists are there?	There are six artists.
2.	What is Mr. Smith?	Mr. Smith is a carpenter.
	How old is Mr. Smith?	Mr. Smith is 45 years old.
	How many carpenters are there?	There are many carpenters.
3.	What is Margarita?	Margarita is a doctor.
	How old is Margarita?	Margarita is 31 years old.
	How many doctors are there?	There are 15 doctors.
4.	What is Felipe?	Felipe is a student.
	How old is Felipe?	Felipe is 14 years old.
	How many students are there?	There are 50 students.
5.	What is James?	James is a teacher.
	How old is James?	James is 22 years old.
	How many teachers are there?	There are eight teachers.

Written Exercise (A)

Rearrange the words so that they make sentences. Remember to begin each question with *what*, *how old*, or *how many*.

. *Acomoda las palabras en su orden debido para formar oraciónes. Acuérdate que cada oración debe comenzar con* what, how old, *o* how many.

1. Mrs. Bell what is
2. how is old Mr. García
3. many are how there students
4. old how Margarita is
5. are many how doctors there
6. is Miss Smith what
7. old Juana is how
8. artists many are how there
9. is what Petra
10. James old is how

Written Exercise (B)

The following sentences are answers to questions. Give the question that goes with each answer. Remember to begin with *what*, *how old*, or *how many* and to end each question with a question mark.

. *Las oraciones que están a continuación son respuestas. Escribe la pregunta que corresponde a cada respuesta. Acuérdate que cada oración comienza con* what, how old *o* how many *y cada oración termina con punto de interrogación.*

Example:	What is Marina?	Marina is a dancer.
	How old is Marina?	Marina is nine years old.
	How many dancers are there?	There are two dancers.

QUESTION	ANSWER
1. _____	María is a student.
2. _____	There are ten boys in the class.
3. _____	The boy is six years old.
4. _____	Helena is thirteen years old.
5. _____	There are five girls.
6. _____	Roland is a bus driver.
7. _____	There are two bus drivers.
8. _____	Pablo is a plumber.
9. _____	Miss Thompson is 29 years old.
10. _____	There are 12 secretaries.

¡NECESITAMOS TU AYUDA!

Este libro fue escrito para ti. Por favor ayúdanos a mejorarlo. Contesta estas preguntas y dinos que te gustaría que incluyéramos o cambiáramos en el libro. Puedes contestar las preguntas en inglés o en español. Cuando termines de contestar las preguntas y escribir tus sugerencias arranca esta hoja del libro. Dóblala con la dirección de DACBE por afuera. Engrápala o ciérrala con cinta de pegar y mándala por correo. (No necesita estampilla). Gracias

1. ¿Qué idioma usaste más al leer este libro? (Encierra tu respuesta en un círculo).

   Español solamente Más español que inglés Más inglés que español Inglés solamente

2. ¿Qué idioma prefieres usar?

   Español Inglés Ambos

3. ¿Pudiste leer y entender las lecciones escritas en español?

   Casi siempre Algunas veces Casi nunca

4. ¿Pudiste leer y entender las lecciones escritas en inglés?

   Casi siempre Algunas veces Casi nunca

5. ¿Qué tan interesantes fueron las lecciones para ti?

   Muy interesantes Algo interesantes Aburridas

6. ¿Qué es lo que más te gustó del libro?

7. ¿Qué es lo que menos te gustó del libro?

8. ¿Cómo se puede hacer el libro más interesante para ti?

Nombre de la escuela _____

Grado _____

Maestro (a) _____

Título de libro: KEYS TO COMMUNICATION, ENGLISH FOR SPANISH SPEAKERS, STUDENT EDITION, LEVEL I

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WE NEED YOUR HELP!

This book was written for you! Please help us make it better by answering these questions. Let us know what you would like to see changed or added to the book. You can answer the questions in English or Spanish, whichever you prefer. When you have answered the questions and written your suggestions, tear this page out of the book. Fold it with DACBE's address on the outside. Staple or tape it closed and mail it (no stamp is necessary). Thank you.

1. Which language did you use most often while reading this book? (Circle your response)

   All Spanish Mostly Spanish Mostly English All English

2. Which language did you prefer using?

   Spanish English Both

3. Were you able to read and understand the lessons written in Spanish?

   Almost always Sometimes Almost never

4. Were you able to read and understand the lessons written in English?

   Almost always Sometimes Almost never

5. How interesting were the lessons to you?

   Very interesting Interesting Not interesting

6. What did you like most about the book?

7. What did you like least about the book?

8. How could the book be made more interesting to you?

School name _____

Grade _____

Teacher _____

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